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EVALUATING COMPLEX INTERVENTIONS

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INTRODUCTION

Transformational leadership principles are at the heart of the national My Home Life (MHL) programme for care homes. This programme has run successfully in England, Scotland and Northern Ireland with over 1400 care home managers. Our challenge is how to produce evidence from this programme that matters and that can make a difference to continual learning about promoting quality of life in nursing homes. Many models of evaluation have a linear approach not consistent with the ethos of the programme. This poster illustrates our model for evaluation.

MY HOME LIFE CONCEPTUAL FRAMEWORK

HAVING CARING CONVERSATIONS

Creating a culture of dialogue, reflection, inquiry, and support is central to Relationship-Centred Care and Appreciative Inquiry. Caring Conversations (Dewar and Nolan, 2013) provides a framework to support practitioners to facilitate appreciative and relational ways of working. It supports interactions that are courageous, *celebrates what works well and what is valued*, *connects* people emotionally, *fosters curiosity*, *considers* other perspectives, facilitates *collaboration*, and helps people to *compromise*.

BEING APPRECIATIVE

Being appreciative is a positive and motivating approach to developing practice and enhancing participation. Bushe et al (2005). Appreciative inquiry gives a new lens for seeing old issues by:

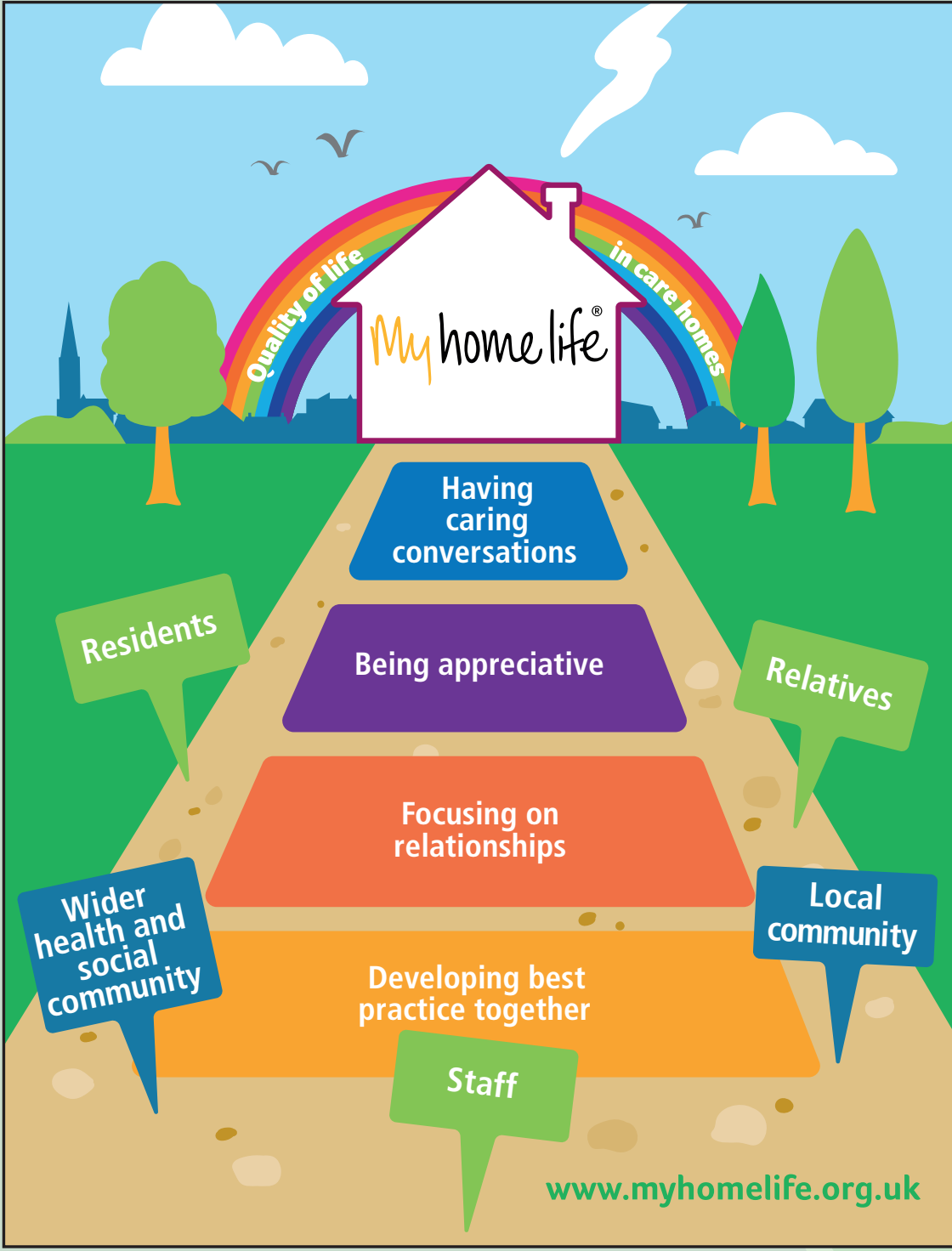
- The collective discovery of what is working well in any given situation
- reflecting together on why this works well
- using this knowledge to co-design how we want things to be
- testing new ways of working that will help us to achieve this desired future

FOCUSING ON RELATIONSHIPS

We recognise the importance of positive relationships between older people, relatives and staff, as well as, between care homes, their local communities, and the wider health, social care and housing system. To achieve good relationships and quality of life for all in this context, it suggests that we need to consider what gives each individual a sense of security, belonging, continuity, purpose, achievement and significance. Nolan et al 2006.

Developing Practice Together

The My Home Life best practice themes for enhancing quality in nursing homes for older people	
Personalisation themes (linked to quality of life)	Navigation themes (linked to quality of care)
1. Maintaining Identity	4. Managing transitions
2. Sharing decision-making	5. Improving health and healthcare
3. Creating community	6. Supporting good end-of-life
Transformation themes (linked to quality of management)	
7. Promoting positive culture	
8. Keeping workforce fit for purpose	



CO-CREATING THE OUTCOMES WITH PARTICIPANTS - THE VALIDATION PROCESS

Validation is a continuous process within My Home Life. The validation event takes place at the end of the programme and is an opportunity for participants to come together to reflect on learning and development over the course of the year, both personal and within the care setting.

The purpose and approach to the event is to enhance the quality and validity of the research findings from the programme, by:

- Ensuring our approach to learning and evaluation is congruent with the programme principles of being evidence-informed, relationship-centred, appreciative, collaborative and delivered through experiential learning.
- Allowing those most closely involved in the programme to determine what is of importance and what particular enablers and barriers are of significance in understanding the impact of the programme in each locality or organisation.
- Provide a safe space to enable accounts of diverse perspectives amongst participants to be heard and to do justice to the integrity of unique experience of individual participants.
- Provide a chance for new information and understandings to emerge through a process of mutual inquiry and dialogue.
- Promote consolidation of personal and peer learning for participants and continue to build their capacity for learning through inquiry in order to sustain and embed this after the end of the programme.

The facilitator collates all available data in advance and creates a **Playback Tool**.

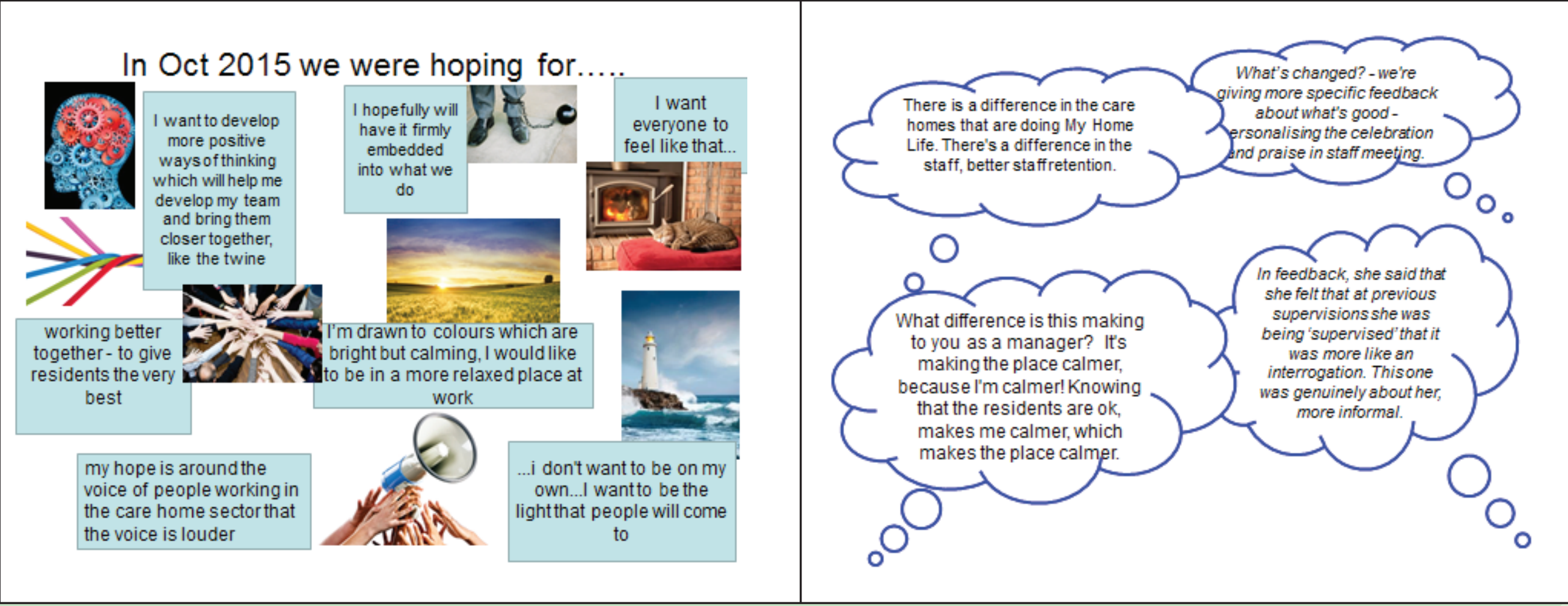


Figure 3 Excerpts from a playback tool

All the data is analysed collaboratively at the event using the **Authenticity Criteria** which incorporates the **Senses Framework** as a way of assessing progress towards the creation of an enriched care environment that reflects the eight best practice themes.

AUTHENTICITY CRITERIA

The *Authenticity Criteria* are used to judge both the achievement of the Senses and the quality of the learning process. At the validation event, the focus is primarily on circles of direct control and influence (Levels 1 & 2) within the Ripple Effect model. These are:

LEVEL 1: CIRCLE OF DIRECT CONTROL (ME)

- Knowing more about me:** new insights into how I tend to see things, what I take for granted and how I typically act.
- Ideas for what might change round here:** ideas for areas for positive change that I can do for myself and with others.
- Real change in the way I do things:** New ways of working for ourselves that enhance the Senses: significance, achievement, belonging, continuity and security for me.
- Fairness and balance:** in coming to these views, are our conclusions fair and balanced, based on evidence that is convincing to us and which includes any surprising or unexpected changes?

LEVEL 2: CIRCLE OF DIRECT INFLUENCE ON BEHAVIOURS AND PRACTICES (WE)

- Knowing more about others:** new insights about and amongst others on how they tend to see things, what they take for granted and how they typically act.
- Ideas for what might change round here:** ideas for areas for positive change that each of us can do for ourselves and with each other.
- Real change in the way things are done:** New ways of working with each other that enhance the Senses: significance, purpose, achievement, belonging, continuity and security.
- Fairness and balance:** in coming to these views, are our conclusions fair and balanced, based on evidence that is convincing to us and which includes any surprising or unexpected changes?

EXAMPLES OF FINDINGS

Knowing more about me “I am much more aware about how I come across, that I talk too much to cover up the fact I am feeling nervous – I have learnt to press the pause button.”

Knowing more about me - and being curious about others “I ask people now and often they come up with ideas that are better than mine”.

Knowing more about others- new ways into conversation “I used to think I had an open door policy – but when I asked staff if this was the case they had a different view – just having the door open and saying I had an open door policy did not mean I had one”.

Real change in the way things are done “I know I am confident to probe more and try to discover more. It's nice to feedback to staff what is working well because there are lots of things that are good that we didn't notice before”.

“Now we use the emotion words (with staff in supervision) and find out how they feel about practice. We learn so much. I get so many surprises”.

“We are using GWAS (Greet, Walk, Ask and Share) which we developed together. When relatives visit the home, staff are encouraged to greet them warmly, then walk with them some of the way to the resident's room. While they are doing that, they take time to ask them how they are doing and then share a bit about how their loved one has been in the home”.

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